

**CSUEB ILO Written Communication Rubric Approved by Academic Senate, May, 2017**

Description: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

|  | <b>4</b>   | <b>3</b>   | <b>2</b>   | <b>1</b>  |
|--|--|--|--|---|
| <b>Statement of purpose, thesis or controlling idea(s)</b> | Clearly states a central idea, appropriate to the assignment.  | Adequately states a central idea, generally appropriate to the assignment.   | Inconsistently or superficially states a central idea, minimally appropriate to the assignment.                            | Lacks statement of a central idea, or states central idea inappropriate to the assignment.                      |
| <b>Audience awareness</b>                                  | Demonstrates clear understanding of audience, appropriate to the assignment.                                     | Demonstrates adequate understanding of audience, generally appropriate to the assignment.                                      | Demonstrates inconsistent or superficial understanding of audience, minimally appropriate to the assignment.               | Lacks an understanding of audience.   |
| <b>Organization, cohesion, and clarity</b>                 | Clearly structured around the central idea. Uses a range of transitions to connect ideas, and is easy to follow. | Adequately structured around the central idea. Uses some transitions to connect ideas, and is generally easy to follow.        | Has minimal structure around the central idea. Uses few transitions to connect ideas, and is somewhat difficult to follow. | Lacks structure around the central idea. Lacks transitions that connect ideas, and is difficult to follow.      |
| <b>Presentation of supporting ideas</b>                    | Presents evidence and ideas that clearly support and develop the central idea.                                   | Presents evidence and ideas that generally support and develop the central idea.   | Presents evidence and ideas that minimally support and develop the central idea.   | Does not present evidence or ideas that support or develop the central idea.                                    |
| <b>Language usage, sentence structure</b>                  | Uses sophisticated and varied sentence structures. Demonstrates appropriate language choices.                    | Uses some variation in sentence structure. Generally demonstrates appropriate language choices.                                | Uses little variation in sentence structure. Minimally demonstrates appropriate language choices.                          | Lacks variation in sentence structure. Does not demonstrate appropriate language choices.                       |
| <b>Mechanics: grammar, punctuation, and spelling</b>       | Shows correct use of grammar, spelling, and punctuation.   | Shows mostly correct use of grammar, spelling, and punctuation. May have occasional errors that do not interfere with meaning. | Contains grammar, spelling, and punctuation errors that are distracting or occasionally interfere with meaning.            | Contains grammar, spelling, and punctuation errors that are highly distracting or often interfere with meaning. |